**A Complete First-Day Script Checklist**

Sally Lutz is a tenth-grade Intensive Reading, high school teacher in Florida. She uses a checklist format for her first day of school. As she completes each item, she checks it off the list.

* Cheerfully and enthusiastically greet students at the door, making eye contact with each. If names are known, greet students accordingly.
* Share personal information, expectations, and educational philosophy.
* Post a seating chart on the whiteboard for each class period. Instruct students to reference the chart as they enter the classroom.
* Place the journals at their desks (arranged in groups of four). Write prompts with explanations/directions on the whiteboard. This is where the weekly journal entry and the daily bellwork will be found throughout the school year.
* Take attendance quickly while students complete the opening assignment.
* Share with students that they are expected to be in their seats when the bell rings; otherwise, they will be marked tardy. Late passes are placed in a basket near the door and filed in student portfolios. After the third tardy they will be issued a teacher detention. Running through the door when the bell is ringing is not acceptable. The classroom is set up and conducted as a place of professional business. If the student is tardy or absent, a designated area and bin will house work that was missed.
* The first week’s journal prompt will be copied as follows:
  + Hi, Mrs. Lutz. My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  + My school schedule is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  + My interests and hobbies are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  + I did not do well on the FCAT because I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  + In this class I hope to learn \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  + My address is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  + My home phone number is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  + My favorite class is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  + My least favorite class is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* On the outside of the journal , students write their first and last names/class periods. Journals are to be answered in complete sentences. Prompts are to be copied word for word of the board. Permanent markers will be provided with designations and instructions posted in the classroom explaining how to obtain and return them.
* Journals are kept in a specific location. How they are to be picked up and returned will be modeled. (Throwing them into the bin is not acceptable.)
* Show the bin for completed homework and in-class assignments.
* Share the bulletin board with classroom procedures (not rules), district dress code, class supplies, and syllabus. There will be a visual of each supply item on the ledge.
* Designate two bulletin boards for students. These will include photos, newspaper clippings of student accomplishments, or any newsworthy information about the students.
* The organization of the classroom and how it is run is explained and modeled. For example, in a designated closet, a numbered shelf is provided per class period for student supplies, materials, and the like.
* Distribute papers with syllabus, classroom procedures, and class supply list. Each informational paper will be on a different piece of brightly colored paper.
* Designate an area on the whiteboard for the date, assignments, and how to head a paper.
* Explain the word wall and its function.
* Point out bins where Hi-liters, rulers dry-erase markers and erasers, glue, scissors, hole-punches, and sharpeners are stored. Explain how to properly obtain and replace the supplies.
* Identify one person from each group as the runner. This person will obtain necessary items needed for the day’s work. Items will be listed on the board daily.
* If a pen or pencil is needed for the day’s work, students may borrow supplies from Mrs. Lutz only if the student provides collateral.
* Share the I.O.N.U. (I Observe No Unfriendliness). This system is based upon the book, *Likeability Factor*, by Tim Sanders.
* Review dismissal procedures. The bell does not necessarily dismiss students; Mrs. Lutz does. Students will not gather at the door; they will remain in their seats prior to dismissal.
* Prior to dismissal, make a quick sweep of the classroom for cleanliness. There should be no paper on the floor, all items should be properly returned to their rightful place, and desks should be in prearranged positions.
* Prepare a substitute folder. Inform students of your expectations if and when a substitute is needed- actually speaking to the class, giving out instructions for that day.